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AUTHOR Buzash, Michael D.
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ABSTRACT

The evolution of a 2-week summer honors program in French for high school students, inaugurated in 1980 and conducted on a university campus, is chronicled. The program was designed to offer enriching experiences in language review, new skill building, French culture, understanding of French phonology, and conversation on topics of interest to students. All instructional materials were created by the director. Activities were conducted from early morning into the evening, with little homework required and with socializing encouraged. The program has been well received. Of the 310 participants over the first 12 years, a majority have placed in the 90th percentile of their high school classes. Posttests, administered since 1983, show skill improvement equivalent to one college semester during the course. Post-program questionnaires reveal student responses to and relative benefits gained from the grammar/structure, phonetics, reading, oral, language laboratory, conversational, and group social segments of the course. Overall, students gained substantially in skills, confidence, and enthusiasm. The program has drawn students from 155 high schools in 7 states and a broad demographic base. Some student comments are included. (MSE)

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Success of a Two-Week Intensive Program in French for Superior High School Students on a University Campus... Fulfilling Academic Challenge!

by

Michael D. Buzash

Indiana State University. Terre Haute

Central States Confernce on the Teaching of Foreign Ianguages

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Success of a Two-Week Intensive Program in French for Superior High School Students on a University Campus.. Fulfilling Academic Challenge!

Michael D. Buzash
Indiana State University

The first Summer High School Honors Program in French was inaugurated during the summer, 1980. It was planned for a two-week intensive seminar like all the other seminars of various disciplines that had been established since 1969. The Office of Summer Sessions had already established certain criteria: the students admitted had to be in the upper 25th percentile of their Junior Class, apply through their high school counselor, meet certain medical standards, submit a copy of their scholastic record, and adhere to the specific standards established for the particular seminar. The Director was permitted to establish the minimum requirements of two years of French with no less than a B plus average and to accept Sophomores, meeting the criteria and with outstanding recommendations.

The conception of the French seminar was to offer a variety of enriching experiences in language review, to perform with new and old elements of grammar and structure, to gain some insights into the French Culture, Lifestyles, and History, to intensify the study of sounds and pronunciation with the help of the modern language laboratory, and to offer the opportunity to converse on topics related to their own daily lives. The 4 fundamentals were to be involved. No textbook was available for this short, intensive seminar that was to have only 9 full days of classes and 1 week-end without classes; consequently, all materials had to be

prepared or written by the Director. This resulted in a textbook and 1 lab manual of graded pronunciation exercises, conversation material, many hand-outs of poetry, songs, games, maps, recipes, etc. Magazines and newspapers supplemented students' materials.

The textbook contained the precise explanations of the many structures, a thorough verb review of all forms and tenses, ample exercises for class drill and recitation, a section of cultural readings with oral exercises, and a rather extensive vocabulary of useful words or expressions important to the levels of those students. The materials were ample and adequate for the 10-day seminar, but did not contain all the grammatical or syntactical elements of the high school texts.

The daily schedule started at 9:00 until 1986. At that time the Director added a session in phonetics, starting at 8:30 A. M. Since that time the sessions have been:

8:30-9:15 Phonetics, with short intermission;

9:20-10:20 Structure-Grammar, with a ten-minute intermission

10:30-11:30 Cultural Readings, followed by lunch.

1:15-3:15 2 alternating groups of Conversation and Language Lab activities, 1 hour each, with a 10-minute intermission;

3:30-4:30 Activities: songs, poems, games, movies, etc., followed by dinner.

Night session from either 6:00-7:00 or 6:30-7:30. All the students were required to attend the night sessions. Afterwards the students were free to return to their rooms or to browse at their free-will. Bed-check was regularly done at 11:00 P.M.

Homework was required, but it was limited to writing words or phrases from the lab manual in phonetics, answering questions to the readings, or completing structural exercises. Since the class day was a long one, homework was kept to a minimum. Since the students had different backgrounds in language and culture, the homework assigned was not always new or demanding.

Socializing was permitted and encouraged among the various Honors Students, and diversion was part of the program. Many activities for all were planned by the Summer Sessions Office, including a picnic, Quiz Bowl, talent show, discotheque and Casino Night for the week-end. The Director of the French Seminar procured tickets for one play chosen from the University Summer Theater offering. The Program has continued with great success and respect for 14 years. The 15th seminar is now being planned for 1994. The successful results of this program have been obtained from the annual post-seminar questionnaire sent out to participants and their teachers from the Director who prepared carefully the form. The responses were compiled and included in the two five-year studies, 1980-85 and 1986-91. The summer seminars of 1992 and 1993 have not been included here. This intensive seminar in French has been a success because of the enthusiasm of strong students, their love of the French Language and Culture, and their desire to be challenged, to advance to a higher level of proficiency, and to enjoy the acquaintances and interaction with other strong students of similar interests and motivation. Since the University required residence on campus

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and completion of the seminar for the Certificate of Achievement, granted 2 hours of credit and consideration for a Talent Grant to the University, there were additional incentives to attract a select number of students.

Since the seminar began, many top students have applied and participated successfully. The 12-year study revealed that of the 310 student participants a total of 189 students (60.97%) placed in the 90%-tile of their high school classes; 74 (23.87%) in the 80%-tile of their high school classes; and 24 (7.74%) in the 75-79%-tile of their high school classes. Also, there were 3 (.97%) students in the 100%-tile. There were 18 (5.81%) students whose schools did not rank them within their classes, but their grade point justified their acceptance to the Honors Seminar. With a total of 263 (84.84%) students above the 80%-tile, the Honors Program in French easily attracted some of the most academically prepared students from the schools identified. The comparisons showed evidence that the students from 1986-91 were more highly ranked, and the caliber of student also rose to a higher average during the 12-year study.

All the students were tested on the first day in order to identify their background and to establish some score for the division into the two afternoon lab and conversation groups.

The statistics revealed that in the first study 52 students (33.99%), slightly more than one-third, revealed the background of a third semester university level, and 101 students (66.01%), well over one-half, revealed that of a fourth semester university

level. In the second study 72 students (45.86%), or slightly under one-half, attained the third semester level and 80 students (50.96%) or slightly over one-half reached 202 or fourth semester level. There were 4 students (2.55%) that revealed only second semester or 102 level. The study revealed that a higher quality of student applied as the seminar became more known from year to year through publicity and enthusiastic seminar students.

The students of the 1980-81-82 seminars were not able to re-take the same test, as there was no time. From 1983 to the present, the students retook the same test at the end of the seminars. On the second test the scores showed an impressive improvement. From 1983-85 a total of 81 students (52.94%) were able to retake the test. The number of students who placed into 201 decreased from 24 students to 8 students (9.88%) and the number of students who placed into 202 increased from 56 to 72 (88.89%). Of the 50-point test the total average of all seminars was 35.87 on the first test; the total average of the 3 seminars on the second test was 39.27 or an increase of 3.35 points over the first test. The students from 1986-91, placing into 201 level also decreased with 33 (21.02%) and 122 (77.77%), placing into the 202 level. Of the 4 who placed into 102 on the first test, 3 moved into the 201 category. One student remained in the same category, 102, although her score was 2 points higher the second time. All the seminars of this period showed an average of 202 placement on the second test with a total average of 37.65 points. All seminars indicated an average increase of 3.69

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points on the second test. There were 32 students (20.38%) who completed the first 50-point test with scores ranking 40-47 points. On the second test an impressive 65 students (41.40%), slightly twice the previous number, completed the test with scores 40-48. There were only 5 (3.18%) students who completed with less than 20 points on the first test. On the second test no student completed the test with less than 22 points, and only 9 (5.73%) students completed with scores in the 22-29 range. The average was greatly affected by the fact that most of the students placed with scores in the 30s on both tests. Also numerically speaking there were more students who placed in the 40s than in the lower scores up to 29 points. It is interesting to note that the seminars of 1987, 1988, 1990 were the largest with enrollments 33, 34, 32 students respectively, and their average growth difference, +5.46, +3.64, +4.03 were also the three highest on the second test. The size of the seminar seems to have had no affect on the growth difference of the second test average or median. All the seminars reported growth under the supervision of one teacher and, if available, one strong graduate assistant.

Overall the students did improve, and many were able to advance by <u>one</u> semester <u>university level</u> by the end of the two-week seminar according to the results of the University Placement Test. It must be emphasized that the 50-point test revealed only structure-grammar and reading comprehension that could be tested in one hour. The Honors Program treated many areas in structure-

grammar, culture-reading, vocabulary, oral response-lab drills in pronunciation, and comprehension-conversation that did not appear on the test. Students answered specifically on the questionnaire to what they felt they had gained. This will be treated further in another section.

The questionnaires were sent out to all 311 participants of whom 198 (63.61%) returned the form. Several questionnaires were returned unanswered for lack of a new address. Several students were not able to continue their study of French in their high school and did not answer the questionnaire; consequently, the results of the evaluations were based entirely on those forms that were returned during the twelve years identified above. The students were asked to evaluate the program in all its sessions, their contents, growth and development, progress in high school after the seminar, and offer suggestions or criticism. There was always space for a personal write-in comment if there were no choices appropriately listed. The many answers suggested were both positive and critical. The discussion which follows reveals the results of the students' evaluations.

The Grammar-Structure Responses were varied but revealing, as the material covered in this segment of the seminar included much syntax, many verbs and numerous verb tenses. The background of each student, whether two years minimum or three years and more, revealed different needs and strengths. The majority of students indicated that there were both new and old forms in syntax and verb tenses.

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Students who had only two years of French greatly differed in background, understanding, usage, and breadth from those students who had three or more years. It appears that those with more than three years enjoyed the review and felt stronger to participate. Those with only two years and less background needed to be more dedicated to their daily class tasks. Over half of the group had most of the simple basic tenses. Fewer students had the more advanced tenses used only in reading.

It is interesting to note that the students of the 1986-91 study had a broader background and more experiences with the verbs and verb tenses. All of the students in this period had had present and past tenses with very little difference in the number of students who had knowledge of a second past tense and the future. There were only 2 tenses that were studied by less than 10% of the students; only two tenses were known by all the students but not in all uses studied in the course.

Nearly 90% of the students indicated that they understood better the grammar structures, learned a lot, and knew better what they had had. Three students, 2.8%, indicated that they had learned very little or nothing new (in grammar-structure).

It is evident that this portion of the Honors Program is helpful, enriching, and profitable to the students. Since this phase of the program was the second session of each day, it offered to the students a common ground or basis of speaking, reading, and writing, and provided the opportunity for important oral communication and explication, questions and re-entry, new

and review, of French structure and verbs. In these intensive programs the rapidity and breadth did not allow for boredom nor lingering on any one phase of the language. Consequently, this portion of the seminar provided the opportunity for the students to utilize what they had had previously and to profit from the growth, development, new insights, and usage. It allowed the students to evaluate the high school program, to compensate for their knowledge, and to advance to a higher level of structure, understanding, and performance.

At the present time there is no reason to curtail this portion of the seminar nor to eliminate what is being studied. It serves either as a review or as an introduction to new forms and verbs. Upon returning to high schools those who continued with French would use more flexibly what they had learned well, or would understand better new material of the seminar that would be treated later by the high school teacher. Several students indicated their better understanding of a structure once it was introduced in the high school; thus, the study of the structure in the high school was a review for the post-seminar students. It is important to mention here that high school textbooks have been changed since the first study period, 1980-85. It is very striking that the seminar of 1991 had less breadth and knowledge of the many verb forms and tenses studied in the Honors Seminar; therefore, it is very advisable that the Director be familiar with the textbooks used, at least in the state of Indiana and treat material accordingly.

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The teachers, as a whole, responded in their questionnaire that they observed growth and development of their student(s) in language structures, verbs and verb tenses, and the uses. In several cases the students advanced to another level or were much stronger or outstanding in their respective class levels. The material, new and review, contributed to the student's background, understanding, assurance, and satisfaction.

There was no indication nor criticism that the material of the Grammar-Structure Section was unnecessary or unprofitable. In only one case did the teacher admit that the seminar was not advanced enough for her student (number 1 of a class of 651 in Honors French with 2 years of French), and in another case where one teacher expressed dismay of the intensity and rapidity of the publicized program in which her own daughter was enrolled. Nevertheless, in other portions of the seminar the very academic student identified above did gain much profit and satisfaction. Both of those students were participants in one of the largest seminars. Most of the teachers shared much of the enthusiasm, satisfaction, and profit expressed by the student(s).

In 1986 the Director added a session on phonetics, starting at 8:30 A.M. The laboratory manual used in the afternoon session provided the necessary material. Each day some phase of correct pronunciation was treated: vowels, consonants, intonation, linking, contrasts and similarities, etc. and was identified with the proper phonetic character(s). The teacher formed the sound and the class repeated in unison. Afterwards the Director wrote the

phonetic character on the board. Words, phrases, and sentences were assigned to be written in phonetics. The following day the students wrote them on the board and practiced pronouncing what they wrote.

This particular session proved to be very beneficial, as 88 (82.24%) of the students responded that it was very helpful. Another 12 (11.22%) answered it was new and helpful. A very small number 2 (2.87%) responded that it was not beneficial. Since the material was recorded on tape for student listening and repeating in the lab, it was important reinforcement to cover the material in the morning. By introducing the phonetic alphabet, the students became more self-reliant in verifying the correct pronunciation in the dictionary . Also, the isolation of the sounds helped identify the problems and facilitate the needed corrections. This could be done either in the morning class or in the lab session where the student could drill individually.

With these two daily sessions the material was introduced first by the Director, and the students were oriented to the material on tape. As a whole the intensity of the study of pronunciation and sounds was more thorough than that experienced in the high schools, and this morning session provided another emphasis and focus on the oral aspect of French.

The students responded that the cultural readings were not always new material, as many of the students had been exposed to cultural facts in their high school: geography of France, regions, foods and wines, Paris and the Loire Valley; however, no

particular category had been studied by a majority. For those who enjoyed cultural topics, they willingly accepted the reentry of known material or the introduction of new facts. The daily session was enriched by maps, menus, recipes, slides, pictures, etc. It emphasized reading aloud, answering questions on the texts, vocabulary study and usage, and additional study of other grammatical forms and syntax. For most of the students these lessons represented more reading material than that of their high school French class. These lessons used syntax and vocabulary to convey ideas, facts, or culture. There was more emphasis on good articulation, correct pronunciation, and proper intonation.

Those students who did not enjoy reading or had had less reading experiences found culture less attractive. Some students who appreciated less the study of geography or history also found less enjoyable the reading materials. It is rather interesting to note that the more recent seminars enjoyed more so the culture than those of the earlier years. The students 1986-91 seemed to have been more informed about France and were more sensitive to cultural habits. They were more enthusiastic about reading and completing their daily assignments. They were able to relate more to lifestyles and to daily habits, and liked reading aloud as well as for pleasure, ideas, and facts. Several had also been to France and enjoyed relating their experiences to the texts. All of them enjoyed material, pertaining to the French foods, wines and cheeses, and the rules of choosing and consuming them. The well-known Chateau Country was always a source of appreciation

and interest. The students responded by a large majority that they read better after the seminar, and that their vocabulary was enriched in some way.

Two afternoon sessions were devoted to oral French. The first period was spent in the language laboratory where the students listened to exercises recorded on 4 individual cassettes and repeated them. The lab manual, written by the Director for this program, consisted of isolation and identification of sounds, words, and sentences. As the program progressed, the students studied linking, intonation, nasalization and denasalization, sound similarities and contrasts, questions and answers. The lab manual was written to compare and contrast sounds, identify common difficulties of pronunciation, and to help the student improve by awareness of problems, hearing well, and correcting oral weaknesses. Since both the morning and afternoon sessions dealt with drill in pronunciation and formation of sounds, they complemented each other; the morning session was taught by group; whereas, the afternoon session allowed the students individual practice, personal assessment, and the identity of one's own problems. As a whole this was the portion of the seminar that was unique in the students' experiences. Nearly all students came from their respective high schools with no exposure to a language lab. Very few had had the experience of listening and recording.

In order to vary the daily lessons from listening and repeating, imitating and evaluating, there were two class periods

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allowed for only listening. The well-known scene of the 'The Lesson of the Vowels' from the celebrated French play, Le Bourgeois Gentilhomme was played to the entire group. Words of the scene were passed out so the students could follow. The purpose of this session was to listen to native speakers in a dramatic presentation, speaking at a normal pace. Also the selection presented the work of a well-known seventeenth century dramatist. The cultural-literary presentation was played twice after the brief introduction by the Director. Questions on the scene were asked after the presentation in order to check their comprehension or to engage in further oral interaction. Since the students were also studying pronunciation, it was appropriate to tie-in a short scene of satire. This change of pace was well-accepted and relieved the students of a tedious, monotonous structured daily lab session.

The next week another selection from the well-known novel, Le Petit Prince was heard and studied. Since many students had already read this selection, they enjoyed the familiar dramatic interpretation by the well-known Gerard Philippe. In 1990 the famous Perrault tale, La Belle au Bois Dormant was introduced and presented in the same manner. Also in the seminars of 1990 and 1991 the Director showed with a video through the individual audio units some selected commercials from French television. During this session there was no repetition by the students; however, their interest in the video presentation was an added dimension. They enjoyed the visual effects, the cultural slant,

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the art work, the rapidity of movements, the sound of French in native context, the introduction of many products, and the presentation of authentic commercials through the eyes of the French. This particular change of lab materials from cassette to screen, from listening-repeating to visual perception was a new enriching experience enjoyed by all enthusiastically. It animated the entire group and offered them insights into the function and mechanism of the new language laboratory. After the above programs, the students were able to return more earnestly to their cassettes for further audio-active drill in pronunciation.

The statistics revealed that only 6 people felt that the lab was not helpful. Some of these students had had strong teachers, or the students had more than three years of French. Over three-fourths of the students felt the required lab session with the daily practice and listening to a professional speaker was the greatest gain from the language lab use. Many students had not heard a native speaker or were not accustomed to hearing French in class with an experienced, highly-trained teacher. A strong majority of the students felt more confident to use oral French in class. The few who did not gain were those who had already acquired some oral proficiency before the seminar. With these results it is proper to conclude that the language lab sessions were pedagogically and personally sound and helpful, although tedious and demanding at times.

This was the session that had proved to be the most enriching of the 12-year program, and the one in which the many student participants could appreciate their own growth and development in understanding and application of the various sounds, their identification, and their distinction. Many students felt more assured of themselves and expressed more self-reliance and certainty in pronunciation.

The seminars were divided into two groups; half of the group went to the lab with an assistant while the other half met with the Director for a period of conversation. The groups were identified by an interpretation of the test scores of the first day evaluation, and were usually equally divided by number.

The conversation groups were given sets of questions on various personal topics, daily situations, and attitudes. Materials were written for this particular age group, using structures and verb tenses studied in the morning sessions. The materials became increasingly more demanding and required more than "Yes" or "No.

As a whole the students enjoyed this session because it was more informal and allowed for more flexibility. Ideas, personal opinions, comments, and points of view were shared and led to a more friendly atmosphere and congenial group.

According to the statistics most of the students felt that the daily conversation sessions were a challenge, interesting, and enriching as well as fun and amusing. A few indicated some fear; fewer indicated that this session was too limited to minor

questions and answers, and needed expansion for person-to-person communication. By a large majority the students felt they could understand and converse much better afterwards than before the seminar.

The session has been retained because of its merits, its past success, and the positive, enjoyable atmosphere that it sustained. Most of all it offered another opportunity for the students to grow personally and socially, developing one's oral and communicative skills. In recent years more students seemed to have had more conversational practice in high school and found some of the sessions less challenging than others.

In comparing both study groups, 1980-85, 1986-91, the student responses revealed that the use of the language lab and the formation of smaller conversation groups focused on more individual, personal, unique, and profitable experiences. The Activities Period was a daily session following the 2 lab and conversation sessions. This period was a true means of reuniting the entire group for fun, relaxation, and rejuvenation. The activities included songs accompanied by words and recorded music, poems of various well-known writers, word games, and some dancing. There were a few movies either during this period or during the night session. The duration varied from day to day.

This activities session always generated much excitement, laughter, and some frivolity; however, discipline was never over-relaxed, and the students always remained attentive, interested, and cooperative. There was no required preparation assigned to

the students, but all were expected to participate. Most of the students loved singing to the lively music of several well-known contemporary singers after receiving words of both popular and traditional songs to give some balance. Many of the traditional songs were already known by the students. Dancing was limited to an improvised two-step done in a double circle to "Sur le Pont d'Avignon." Each student was expected to mime some career, then, be imitated by the class.

The Director always read and explained poems which the class repeated in unison; there were also vocabulary games and cross-word puzzles. All activities augmented the study of French and gave some cultural perception of national sentiment and attitudes. A few more serious students enjoyed less this session, but did not oppose participating. There was a mixed reaction to the various activities, but as a whole the students enjoyed this session. Even the director and assistants relaxed and sang or danced with the students. The activity informality generated a very warm cordiality after a very intensive day. It had a very definite impact on the psychological, social personality. It contributed greatly to the well-being of the group. Important announcements were made to the group at this time. The students decided at what time they wanted to return for the one-hour night session and were dismissed after this session for dinner.

The responses of the students revealed very positive results of the program. As a whole the students accepted the academic

program as it was. No majority recommended any great changes. Since the publicity indicated an intensive program, the students did accept it as it was during the seminar. Over half of the students considered it adequate, varied, or well-planned. Of the 198 (63.67%) students who answered the questionnaire, a total of 773 (36.87%) would have liked a third week; 28 (14.14%) replied that it depended on the contents; 20 (10.10%) replied that it was not necessary to lengthen the seminar.

The same students overwhelmingly expressed satisfaction in having participated, leaving with pleasant memories, and feeling that the seminar was one of the most enriching experiences of their high school years. A large majority responded that they continued to do well in high school French, and most felt that they excelled after returning to their high school. A very small number felt that they were doing the same, but that they had always done very well in their class work before.

Most of the students had received some commendation from their teacher(s) about the progress made in some phase of the language skills; the students left with more self-confidence and enthusiasm for French. By a large majority the speed, tasks, and intensity of the two-week seminar did not discourage the many students. Also, they felt that the seminar offered a challenge and intensity not experienced in their high school before the seminar. It is interesting to note that the first study group, 1980-85, gave preference to more class time, recitation, and less homework, whereas, the second study group, 1986-91, gave a slight

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preference to more study time and less recitation to more class time and less homework.

The students shared their enthusiasm with their teacher(s) and classmates and did encourage fellow-students to apply. This was apparent, as several schools were repeated participants, both successively and intermittently. The results of this 12-year study revealed that growth, confidence, enthusiasm, compensation, and satisfaction were commonly shared by the participants after their return to high school or years later in the University. The ISU Seminar succeeded in stimulating and challenging those students to pursue further studies in French when available.

Both studies produced a variety of post-seminar experiences; however, most of the students concluded that they either tutored the other students and/or helped the teacher in some class task. Their appreciation of the French Language and that of many other foreign cultures had increased. Many enrolled in another foreign language class. Well over three-fourths of the students were motivated toward further study and to go to France. Some of the students indicated that they had traveled to France afterwards and had appreciated more the seminar for its enrichment before the trip. Most students did not know yet whether this seminar was an influence toward college acceptance; however, in the first study there were 7 students who did conclude that it was.

As a whole the students recommended that the various daily sessions be retained with some expansion. Many students kindly suggested the reduction of the content in the grammar-structure,

including the broad study of verb tenses. A very large number of students recommended adding a writing session and shortening the other sessions. At the present time, there is no place in the program to insert another fundamental. Also the Director has no time to correct nor to evaluate the writing lessons daily. Presently, writing is limited to the lessons in structure-grammar, culture, and phonetics. Very few students recommended dropping any session; a great many recommended the expansion of the sessions with no particular suggestions.

The 12-year study revealed that the sessions composing the seminar are valid. The background, interests, and motivation of the students seemed to determine what they accomplished. Since the daily sessions treated various subjects with certain rapidity, monotony and tediousness were at a minimum; however, the student was under constant demand and pressure for application, class contribution, and attentiveness.

An impressive majority upheld the concept of the Honors Program, as no one regretted the experience. As a whole the students accepted the criteria and standards for acceptance into the Program, but about one-third preferred that the Program be limited only to Juniors with three years of French. The Director has accepted this; however, there are many competent Sophomores who wish to attend and are highly recommended by their teacher. Also, the Director wishes to accommodate those students who may not be able to continue the study of French on the third-year level as Juniors.

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Statistics for the 12-year program revealed that Sophomores with 2 years of French can and have benefitted from the program. For the same reason a few students with junior high enrichment in French have not been refused. This accounted for a variety of answers in this study; however, the Director has studied very carefully the rapport of answers on any one questionnaire. In some cases a less positive answer or a negative reaction seemed less critical when reading the entire 9-page questionnaire of the responding student.

It is sound to conclude that there are many students who have the desire, will, ambition, and "fire" to be challenged. There are students who work well under pressure in an intensive, accelerated program with the other earnest students of similar interests, and background. There is no doubt that the seminar draws on the students' background and can and has advanced the students in some way. Most of the students improve in many ways that are not tested or evaluated. Most of all they can enjoy the interaction, the daily contacts, the new acquaintances, living on a university campus, and can derive the personal satisfaction of having been selected into a program for superior students. The Honors Program in French is worthy in its conception, its broad scope, and its respect won from both students and teachers. The Director remains quite dedicated to its annual continuation, its constant enrichment with sound new materials, and its attraction of conscientious students.

The twelve-year program has attracted its students from 155 different high schools in 7 states: Indiana, Illinois, Kentucky, Michigan, Missouri, Ohio, and Wisconsin. It has successfully attracted students from a wide variety of student population, social grouping, and economic base. It has included several students from the American Indian, Afro-American, Hispanic, Middle-Eastern, and Oriental secondary population in public, private, and parochial schools. Even though 134 of the 155 schools are located in Indiana, they represent a rather wide and varied geographical area within the state. The seminars of 1992, 1993 continued to attract students with the above background and the addition of one strong student from the state of Maryland.

The two studies prove that intensive programs can be very enriching, worthy, and enjoyable to those students who seek more than the usual high school offerings. They seek the challenge and find the compensation in a demanding, intensive, productive involvement. In addition the parents and teachers equally share this satisfaction in promoting academic excellence or profitable, accelerated learning and enjoy the constructive new experiences, social or intellectual, that their children have gained.

Personal comments that represent those of many students are the following:

"My experiences in the French Summer Honors Program were exciting, rewarding, and challenging! The seminar was well-balanced, with emphasis on nearly every major area of French study. The session was very well-planned and showed evidence of

thorough preparation. I enjoyed it very much!" E. Murray, Interlochen Arts Academy, Michigan, 2 yrs. of French, 1989.

"It was a wonderful experience, and I would recommend it to anyone; it gave me a chance to make new friends and learn new things. The teachers were wonderful, and I would definitely attend again. It was an excellent experience for college-bound students! All in all it's what school should be: intensive, yet very relaxed, and most definitely, FUN." J. Kruger, Farmington H.S., Missouri, 2 yrs. of French, 1991.

"I think that your enthusiasm in the classroom helped the class become enthusiastic. Your appreciation of the language and culture and your knowledge helped others become interested. Keep up the good work! I only wish the program could have been 3 weeks instead of two. I'd recommend this program to anyone I would think would benefit. Maybe one idea would be to assign study groups in the class. Maybe there could be special assignments to assure group participation. I really think the lab and pronunciation work is needed. High school French teachers often do not stress oral work or correct pronunciation. The program as a whole is wonderful. I am grateful that I was able to participate." D. Gehring, Terre Haute North Vigo H.S., 3 yrs. of French, 1987.

"I have always loved the French language. Even though I had had three years of it before the Honors Program, I was not confident nor did I feel I had retained it well. After attending the program, I had the confidence I needed, and I learned a lot. It

was an enjoyable and educational experience. Thank-you and keep up the good work!" S. Groves, Bloomfield High School, 3 yrs. of French, 1988.

According to the responses from the teachers, their students returned to the high school with more confidence and more assurance gained at the seminar. Growth, advancement, and enthusiasm seemed to be noticeable by the teachers. Improved conversation and reading abilities, understanding of grammar and verb structures, oral comprehension and usage were apparently obvious. More cultural awareness and insights, appreciation and understanding of French and French Culture were other profitable gains.

All the teachers of these two studies supported the concept of the Honors Program in French and encouraged its continuation. A few added suggestions on how to enrich it for the more advanced students. Very few teachers indicated any negative reaction to the program or loss of interest in French by the student(s). No questionnaire from teachers indicated student dissatisfaction or regret for the seminar experience. Personal comments that represent those of many teachers are the following:

"Thank-you for making such an experience available to us. We will continue to publicize the immersion seminar. Keep up the great work!" J. O'Daniel, Jeffersonville H. S., (French 1-4).

"I was very pleased with the effect this program had upon our one participant. She was most enthusiastic and well-prepared for

this year's class work. I would recommend your fine program highly." E. Nich, Glenbard North H. S., Illinois,(French 1-4). "Once again, a North student returned very enthusiastic and positive about the experience! Thanks so much for your outstanding summer "stage" for my students. Merci mille fois! Reports have always been glowing! Quelle grande réussite pour mes élèves!" M. Jensen, Terre Haute North Vigo H. S., (French 1-4). "I've had several students participate over the years, and I believe it is a very valuable experience for them." D. Masty, Portage H. S., (French 1-4, Honors).

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